

2017

AP[®] CollegeBoard

AP European History

Sample Student Responses and Scoring Commentary

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AP[®] EUROPEAN HISTORY 2017 SCORING GUIDELINES

Short Answer Question 1

0–3 points

Score 3

Response accomplishes **all three** tasks set by the question.

Score 2

Response accomplishes **two** of the tasks set by the question.

Score 1

Response accomplishes **one** of the tasks set by the question.

Score 0

Response accomplishes **none** of the tasks set by the question.

Score NR

Is completely blank

Scoring Guide

- a) One point for identifying and explaining a continuity in European family life from 1700 through 1900.
- b) One point for identifying and explaining a change in European family life from 1700 through 1900.
- c) One point for identifying and explaining another distinct change in European family life from 1700 through 1900.

Scoring Notes

The characterization of European family life can be supported by specific evidence of trends indicating that there were both consistencies and significant changes to the structure of families throughout the period 1700–1900. Students should both identify and explain an aspect of family life that remained consistent despite sweeping changes in the social, political, and economic landscapes of European history. Mere generalizations that “women stayed in the home” and “men were breadwinners” should not receive credit because they do not go beyond a basic, stereotypical understanding of European family life. Responses must relate to an aspect of family life that is grounded in this specific time period (family as primary economic unit, continued child labor, individual contributions to family economy) and that goes beyond a vague identification of women’s roles as solely domestic and of men working outside the home. Students should both identify and explain an aspect of European family life that changed between 1700 and 1900. Broad and vague statements such as “women began working” or “people moved to cities” should not receive credit because they do not go beyond a superficial description of a trend during this period. Responses must identify a valid change in family life that is grounded in this period and explain its significance (women now engaged in wage work and contributing to family economy, a move away from extended family networks toward nuclear families due to urbanization’s effects). Students must identify and explain an additional, distinct change in family life between 1700 and 1900 in order to earn credit for task (c). Responses to each task may appear out of sequence or can be mislabeled.

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Short Answer Question 1 (continued)

Acceptable responses for part (a) (not an exhaustive list):

- Patriarchal family structure (responsible for decision-making, legal status)
- Continuity of women's roles in child-rearing and domestic work as primary roles but not as sole roles
- Children's labor continuing as part of family economy
- Family as primary economic unit

Acceptable responses for parts (b) and (c) (not an exhaustive list) — (b) and (c) MUST be distinct:

- Women's labor (now compensated by wages, likely to be outside of domestic work)
- Family shifting from being primarily a unit of production to a unit of consumption
- Urbanization (reasons why, effects of)
- Growth of Cult of Domesticity/separate spheres/increasingly defined gender roles
- Lower birthrates/smaller families (reasons why, effects of)
- Family structure moving from extended to nuclear model
- Concept of childhood as a distinct developmental period/increasingly nurturing parenting
- Movement from parent-based child education to compulsory, state-run model
- Limitations in/changes to child labor
- Leisure activities more prevalent (better living conditions, access to leisure in urban environments)

Write your answer to SHORT-ANSWER QUESTION 1 on this page only.

A) One continuity in European family life from 1700 through 1900 was that women were in charge of bringing up children throughout the period. Whether a nurse, nanny or a mother, children were raised and educated in the early stages of life by women, fathers and men had little involvement in the rearing of children.

B) One change in European family from 1700 through 1900 was the change in what role a mother played in wealthy families. Toward the beginning of the period, members of the bourgeoisie left the nursing and care of their children to nurses and nannies. But during the Enlightenment, ~~was~~ Emile by Rousseau and other works of literature made maternal involvement in a child's life seem more important & made it more prominent in wealthy families.

C) Another change in European family life from 1700 through 1900 was the change in the job of a child. In the beginning of the period, children worked in their family's farms or as part of the cottage industry. Following the Industrial Revolution, children began to get jobs in factories, but following the limitations on child labor, early life education became widespread and children stopped being bread winners & laborers for most families.

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only.

The influences on European family life from the era 1700-1900 created changes in the family structure including women's roles and the methods of financing the family, however the religious practice remained constant. From the years 1700-1900 many inventions and revolutions of agriculture notably changed the family structure, the most notable being the change of a woman's role. In the industrial revolution many women depended on factory work to support the family, yet the culture shift of women competing in the job market and contributing monetary goods to the family was disruptive of past social rules condemning women to house work and the raising of children. Within this time period whole families were forced to adapt to live in overcrowded living spaces from the decline of farming and manual labor. While machines increased production of materials, the flying shuttle, jenny and other new technologies outsourced labor needs creating the issue of families living in depressed conditions from need to earn a living any way possible. While changes greatly shook the common perception of family, the popularity and devotion to faith did not alter. God was still a central part of the family and did not see change from 1700-1900.

Write your answer to **SHORT-ANSWER QUESTION 1** on this page only.

All European family life went through large changes between the years 1700-1900, however, many aspects of family life also stayed the same. One major similarity between family life of the 17th and 20th is that the women were primarily homesteaders while men worked to provide for their families. One change in European family life, however, was the considerable increase in manufacturing jobs for men, as opposed to the traditional agricultural work for men. A second major difference was the shift from home-based education, primarily organized and executed by the mother, to a system of public schooling.

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Short Answer Question 1

Overview

Responses were expected to demonstrate an ability to identify and explain both continuity and change in European family life from 1700 to 1900. Responses were expected to demonstrate an understanding of both agricultural and industrial family life during the early modern and modern periods. The question required the use of comparative analysis and change over time. Responses were expected to demonstrate the role of the family as an important part of eighteenth- and nineteenth-century European history.

Sample: 1A

Score: 3

The response to part a) earned 1 point for demonstrating a nuanced understanding of child-rearing practices, referencing women in a variety of familial roles and recognizing that fathers and men played a lesser role. The response to part b) earned 1 point for correctly identifying and explaining a change to more direct involvement in child-rearing by middle class and wealthy mothers due to the influence of Enlightenment thought. The response to part c) earned 1 point for discussing the shift from children's collective agricultural work to wage work, with earnings being used to help support the family financially.

Sample: 1B

Score: 2

The response to part a) did not earn a point because the discussion of religious practice is too vague and does not satisfactorily respond to the prompt. The response to part b) earned 1 point for correctly identifying and explaining the change in women's contributions to household income. The response to part c) earned 1 point for identifying and explaining how urbanization and mechanization created overcrowded and substandard living conditions for working families.

Sample: 1C

Score: 1

The response to part a) did not earn a point because the discussion of rigid gender roles is too generalized and does not satisfactorily respond to the prompt. The response to part b) did not earn a point because the discussion of the increase in manufacturing jobs for men, as opposed to traditional agriculture, is not explicitly related to family life. The response to part c) earned 1 point for identifying and explaining the change from family- and home-based education to a system of public schooling.